

## **Chapter One**

### **Introduction**

This chapter consists of six parts. The first part is background of the research. The second part is the identification of the problem. The third part is the limitation of the research. The fourth part is the research questions. The fifth part is the objectives of the research. The last part is the significance of the research containing some benefits for some parties. The explanations are presented clearly.

### **Background of the Research**

The process of teaching and learning at English Language Education Department (ELED) of a private university in Yogyakarta was conducted based on CBC (Competency Based Curriculum). According to Mulyasa (2004), “competency is a control toward a certain task, skill, attitude, and appreciation that needed to get the success” (p. 77). CBC is a curriculum that encourages students to develop their affective, cognitive, and psychomotor domains. An affective domain is related to attitudes, emotions, values, interest, and feelings. The affective domain is divided into five levels, namely receiving or attending, responding, valuing, organizing, and characterizing (Mulyasa,2004).

According to Ayub and Sujoko (2013), a cognitive domain is dealing with skills of thinking, comprehending, applying, analyzing, and evaluating. The cognitive domain comprises of six aspects. Based on Blooms Taxonomi as cited in Ayub and

Sujoko (2013), the cognitive domains are written from the lowest to the highest aspects. The first is knowledge which refers to an ability to remember. The second is comprehension which refers to an ability to comprehend. The third is application which refers to the ability to apply. The fourth is analysis which refers to an ability to analyze information to become small parts. The fifth is synthesis which refers to an ability to combine some information to come a conclusion. The sixth is evaluation which refers to an ability to consider what is good and bad to decide to take particular action (Ayub & Sujoko, 2013).

According to Mulyasa (2004), in the CBC, the learning process uses student-centered learning, while teachers become facilitator to help students. Some teaching techniques commonly used in CBC are role play, contextual learning, participative teaching and learning (Sudrajat, 2008). In the classroom, students are required to be active in the learning process in order to meet learning objectives (Ma'rifah, 2017). The lecturers' perspective on active students is students actively participate in the classroom activities, such as sharing ideas, discussing topics in pairs discussing in small group or with whole class, and asking or answering question (Mariskind, 2013). Students' participation can be shown when they speak in front of the class (Abdullah, Abu Bakar, & Mahob, 2012). On the other hand, this is in contradiction in case of students' participation in classroom that the researcher observed.

Unfortunately, according to the researcher's experiences, when she observed the activities in the classroom, she found some problems faced by students. First,

some of them felt shy during oral activities. Second, some of them only listened to their friends, and they did not say anything when they got chance to ask questions and to give opinions. They were just taking notes and sit quietly (Abdullah et.al, 2012). They were less confident to speak in front of other people. Some of them faced difficulties in speaking.

However, there were students misunderstanding of the participation in the classroom (Knight, 2008). Students believe that participation is synonymous with attendance. They thought that participation in the classroom is as they came to class, listened to delivered materials, and took notes. Students' participation in the classroom does not only include attending the class or listening to the material during the teaching and learning process, but it also includes putting ideas during the class activity and understanding the material (Adullah et al., 2012). One of the activities in the classroom is verbal activities. Verbal activities include asking the question, giving comments of others, trying to find explanations, and working in a group (Mariskind, 2013). Rocca (2008) argued that participation has several benefits for students. The benefits include improving communication skill, improving group interaction, and improving functioning in democratic society (Rocca, 2008).

In teaching and learning process, the lecturers apply strategies in order to make students participate in the classroom activities. The researcher chose the topic about the strategies used by the lecturers to increase students' participations, because the researcher was curious about the strategies used by the lecturers in the classroom.

However, when the lecturers applied the strategies, they also faced difficulties. They face the difficulties, because the students also get difficulties in participating in the classroom such as being shy, lack of confidence, and being silent during the oral activities (Al Nakhalah, 2016).

Based on the aforementioned background, the researcher was interested in conducting research on the strategies used by the lecturers in increasing students' participation. To examine this topic comprehensively, the researcher conducted a research with topic, "Teachers' Strategies to Increase Students' Participation at English Language Education Department (ELED) of a private university in Yogyakarta".

### **The Identification of the Problem**

In a class, the lecturers face many students who have different characteristics. There are some teaching methods in education. Every teaching method has strengths and weaknesses. The researcher noticed that many students at ELED of a private university in Yogyakarta faced difficulties in speaking. Moreover, they seldom practice speaking English in the classroom or they rarely try to speak English when they chat with their friends. Classroom discussion is used by the teachers at ELED of a private university in Yogyakarta to develop their students' communication skills, to enhance their students' confidence, and to express their opinions clearly and

concisely. However, there are difficulties in increasing students' participation. The difficulties can be from both teachers and students.

### **The Limitation of the Problem**

Based on the problems mentioned in the identification of the problem, the researcher was interested in the strategies applied by the lecturers and the difficulties faced by the lecturers in increasing students' participations. The researcher only chose the two things to research in this study because of the researcher's incapability to explore all of the problems mentioned in the identification of the problem. In addition, there are two kinds of participations which are verbal and nonverbal participation. This research only focuses on verbal participation.

### **The Research Questions**

There are two research questions formulated in this study. The research questions are:

1. What are the strategies used by the lecturers to increase students' participation at English Language Education Department of a private university in Yogyakarta?
2. What are the difficulties faced by the lecturers in increasing students' participation at English Language Education Department of a private university in Yogyakarta?

### **The Objectives of the Research**

In line with the research questions, there are two purposes of the research:

1. To find out the strategies used by the lecturers to increase students' participation at English Language Education Department of a private university in Yogyakarta.
2. To know the lecturers' difficulties in increasing students' participation at English Language Education Department of a private university in Yogyakarta.

### **The Significance of the Research**

This research gives advantages for teachers, students, the researcher, and other researchers. The explanations are listed below:

**For lecturers.** This research can give various strategies to increase students' participation for lecturers. It is expected that this research can become an evaluation for the lecturers who use the strategy.

**For the researcher.** This research provides knowledge for the researcher to write other papers regarding strategies to escalate students' participation. As a prospective teacher, this research can help the researcher to choose the suitable teaching methods in language teaching and learning.

**For other researchers.** This research can give important insights of students' participation. This research can also become a reference for other researchers who want to conduct the same research topic.

## **Outlines of the Research**

The first chapter discusses background of the research, the identification of the problem, the limitation of the problem, the research questions, the objectives of the research, and the significance of the research. The second chapter presents the literature review of this research. The third chapter explains methods and procedures to gather and analyze research data. It consists of research design, research setting and participants, data collection method, and data analysis. The fourth chapter explains the findings of the research and also the discussion of the findings. The last chapter consists of conclusion and recommendations. This chapter explains the conclusion of this study and some recommendations from the researcher which addressed for some parties.